

## **Constructing Teacher Identity: Pre-Service Teacher Resilience in School-based Practicum Experiences**

**Yoannes Yuka Krisdianata**

*Sanata Dharma University*

*e-mail: 211242003@student.usd.ac.id*

**Concilianus Laos Mbato**

*Sanata Dharma University*

*e-mail: cons@usd.ac.id*

### **Abstract**

*Constructing teacher identity is important for pre-service teachers, especially when taking part in teacher training practicums in school. Nonetheless, they faced many adversities, such as passive students, negative emotions, and anxiety. Therefore, pre-service teachers need to be aware of their capacity for resilience. This study aimed to discover the resilience factors pre-service teachers had in coping with the problems found in teacher training practicums in schools in constructing their teacher identity. A mixed-method study from questionnaires and semi-structured interviews was employed to gather quantitative and qualitative data. The participants reported that they faced hard times but displayed high resilient ability. It was influenced by their perseverance, ability to reflect, adaptive help-seeking, responses to the negative affect, and emotional regulation. The resilient ability supports the teacher identity construction after conducting a teaching practicum in school. Further research needs to consider the number of participants, gender, age, and the school levels where the teaching practicums are conducted to gain more perspectives on pre-service teachers' resilience.*

**Keywords:** *pre-service teachers, resilience, teacher identity*

## **1. INTRODUCTION**

Teaching education courses benefit pre-service teachers in emerging and building their identity. The opportunities they got to experience teaching in school-based are helpful for their teacher training skills and professional development (Atmoko & Kuswando, 2021). Meanwhile, there are also some obstacles that pre-service teachers confront. Several difficulties encountered by pre-service students are stressful and negative emotions, impulsive behaviors (Kerr et al., 2017), teaching preparations, classroom management, self-confidence (Elias, 2018), attitudes, behaviors and administration problems, and discipline matters in school (Özdaş, 2018). However, pre-service teachers should find the best way to overcome those difficulties. The methods that pre-service teachers choose may influence their teacher identity.

In recent times, many education departments have provided courses for becoming teachers. These education departments offer several majors and classes. Despite the differences in the core values and how the education department runs its programs, they should follow government regulations in operating the program. There are four competencies that teachers, as the goal of the education departments program, should have after they graduate as required by the Minister of National Education's Regulation No. 16 of 2007, that are personal competency, social competency, pedagogical competency, and professional competency (Novianti & Nurlaelawati, 2019). Therefore, many education departments make those competencies available in their study program and their graduate students' results.

Several researchers conducted pedagogical competency and teacher identity in pre-service teachers, in-service teachers, and novice teachers (Goktepe & Kunt, 2021; Meschede et al., 2017; Moorhouse & Harfitt, 2021). Those research show that pre-service, in-service, and novice teachers construct and develop their teaching identity while studying in an education study program. Research confirms that in-service and novice teachers have many valuable experiences and structure their teacher identity when they conduct pre-service education, dynamic associations in groups of practice, teaching practicum inside and outside class, and from host teachers when teaching practice in school. These activities hone their teaching skill and identity as future teachers. One essential program that needs resilience is teaching practicum in school (Ngui & Lay, 2020). The stress that pre-service teachers experience leads them to negative feelings, and they are unmotivated in teaching practicum. Therefore, pre-service teachers must overcome it by applying many strategies to deal with stressful conditions. There are some coping strategies to overcome stressful situations include managing emotions, using resilience, maintaining self-efficacy, and improving the subject's well-being (Ngui & Lay, 2020).

Several programs and courses initiated obsessed by the pre-service teacher are beneficial for their improvement and understanding of their identity and integrity following their high resilience in teaching practicum in school. The first teaching experience that pre-service teachers get has a significant impact on their long-run program in an education study program (Ferguson & Sutphin, 2019). In the first teaching practice in school, pre-service teachers have the opportunity to perform their ability in planning and delivering a lesson to the students. Moreover, the process when pre-service teachers construct and develop their teacher identity by using three stages elucidate by Irani et al. (2020). These stages, including

Engage, Study, and Active (ESA), are designed for an education study program in one university in Tehran, Iran. In the ESA program, pre-service teachers are trained and perform their ability to integrate with micro (10 mins) and macro (20-30 mins) teaching. These programs were designed to enhance and upgrade pre-service teachers' identity and integrity as prospective teachers. Some programs that pre-service teachers need to attend and complete are teaching practicum programs in a laboratory and school. The teaching practicum is necessarily held in the school area since the pre-service teacher will gain a vivid view of their future job as a classroom teacher. Therefore, the teaching practicum in school-based was necessary and could not be avoided. The reason is pre-service teachers will get beneficial experiences and moments when conducting teaching practicum in school. Galton (2017), in her book, states that learning in the classroom or micro-teaching laboratory only is not adequate for building students' fundamental knowledge of classroom management. In laboratory or micro-teaching classrooms, they only get insight from a tutor or their lecturer and classmate without getting exposure to the real classroom condition in an actual school. The reality of classroom activities is very different than the teaching method or curriculum practice set in the micro-teaching class or laboratory. Many pre-service teachers' activities in school might become positive or negative experiences. Pre-service teachers may gain several positive experiences in classroom practice, such as acquiring professional knowledge, getting closer to the students and teachers, and experiencing many teaching techniques and methods (Özdaş, 2018). Those beneficial things are the fruitful result attained from school-based practicum experiences. Meanwhile, some negative experiences might occur during teacher practicum in school. Consequently, to overcome those negative experiences, pre-service teachers need to have good mindsets, self-efficacy, capacities, and resilience (Soleas & Hong, 2020).

Despite many good experiences pre-service teachers gain from school-based practice, there are also several undesirable exposures pre-service teachers need to undertake in these programs. Some atrocious conditions reported by the pre-service teachers were teacher burnout, the lack of communication between students and other teachers and their position as role models (Özdaş, 2018), less support from respective teachers and principals, and the absence of guideline and feedback from an experienced teacher or school toward their teaching practice (Kula & Güler, 2021). Therefore, when these conditions continue, they will lead to a destructive effect on pre-service teachers. Many negative emotions may burst and ruin their meaningful learning process. These conditions need to be prevented and overcome.

There are many ways to deal with negative emotions or experiences; one is emotional management. According to Kerr et al. (2017), the approaches used by pre-service teachers in handling their emotional management are significant to master. They might get the most advantage in emotional regulation. When they feel stressed, have impulsive behavior, and have negative emotions, they can easily overcome it if they have already mastered emotional management. Birchinnall et al. (2019) mentioned that equipping pre-service teachers with resilience and adaptive function is beneficial for teacher education study programs.

Moreover, stress is a fearful issue in a teacher education program. Resilience, self-efficacy, and emotional regulation are methods to solve a stressful problem. Mastering emotional management, especially resilience, is beneficial for pre-service teachers.

Resilience proved a valuable skill for pre-service teachers in overcoming many educational issues in teacher practice practicums. Many countries have already done this study on resilience (Estaji & Rahimi, 2014; Özbey et al., 2014; Upa & Mbato, 2020). There are many advantages shown after pre-service teachers applied resilient ability in their teaching practicums in school. Teachers with immense resilience tend to be more committed as a teacher in distant zone (Upa & Mbato, 2020). In addition, economic factors, dreams or the image of a future job, freedom to choose a study program, easiness of expressing themselves (Özbey et al., 2014), and gender-specific and teaching experiences (Estaji & Rahimi, 2014) are some factors that can improve resilient ability.

In the Indonesian teaching training education programme, the teaching practicum is a compulsory subject. However, so far, there has been little research about the resilience of pre-service teachers when facing issues in the teaching practicums in schools, especially in Yogyakarta (see Nahdi et al., 2021; Upa & Mbato, 2020). As a result of several positive and negative impacts on retaining teaching practicum in school, there is a necessary need to possess resilience ability. The study to investigate pre-service teachers' resilient skill mastery is significant to conduct since it will provide data about teachers' resilience in immediate teacher training practicums in school. The current researchers intended to examine the factors that might affect pre-service teachers' resilience in building and improving teacher identity in school-based practicums with the following research question: what factors affected pre-service teachers' resilience in constructing and developing teacher identity in school-based practicum experiences?

## **2. LITERATURE REVIEW**

A student who joins an education program at a university or educational institution level is categorized as a pre-service teacher (Ardiyansah, 2021). Pre-service teachers are students who major in the education department and prepare themselves to become a teacher after graduation (Soleas & Hong, 2020). The Indonesian government has implemented a set series of regulations to standardize the education department based on the regulation released by Minister of Education and Culture number 3 in 2020 regarding National Standards of Higher Education. Pre-service teachers must practice, prepare, and teach in a formal school to gather knowledge and fully understand how a teacher works (Crosthwaite et al., 2021). Experienced teachers accompany, supervise, and mentor pre-service teachers when they have teaching practice (McDonough, 2018). Pre-service teachers must consult and discuss the material they will teach in the class.

Moreover, experienced teachers give more responsibility and freedom to pre-service teachers to manage and handle the class. According to McDonough (2018), experienced teachers will observe and supervise pre-service teachers practicing in the class. After finishing the teaching practice, the pre-service teachers will get feedback and evaluation from the mentor or cooperating teacher.

Teaching practices in the university or education study program and the school are beneficial and required by the pre-service teachers. Beutel et al. (2019) state that pre-service teachers must conform to micro-teaching or teaching practice in the university and implement it in a school situation. Moreover, by teaching practice before entering the school

field, they will benefit from overcoming the constrained school structure (Teng, 2017). Despite having several advantages, they face some downsides during teaching practice or practicum in the education department or school. Stress and anxiety seem to be the most often experienced by pre-service teachers (Birchinall et al., 2019). In addition, Birchinall et al. (2019) state several anxieties facing them in school, such as evaluation, pupil and professional concerns, class control, and teaching practice requirements. Another finding by Tulucu et al. (2022) shows several obstacles and problems for them. Mentors or experienced teachers' different methods used in class, exam from the education department and their responsibility to keep teaching, and the language proficiency they possess become the main problems they mostly experience during teaching practice or practicum. In sum, there are many benefits to performing teaching practice and apprenticeship. Meanwhile, expert teachers and mentors should take some preventive actions to minimize the drawbacks.

Resilience is one of the ways to help the pre-service teacher overcome difficulties and obstacles they might encounter in teaching practicum or teaching practice in the education department or school environment. Resilience means teachers' competency to cope, overcome, and adapt when facing difficulties and complicated situations (Dönmez et al., 2018). Complex conditions may arise from related factors such as self, family, and surroundings. Thus, they may feel the same situation from those three factors. They might have problems with themselves, for example, emotional issues, sickness, and lifestyle. Therefore, implementing teacher resilience was beneficial for pre-service teachers in dealing with many difficulties and problems when conducting teacher practicum practice in schools.

### **3. RESEARCH METHODS**

#### **3.1 Research Design**

To answer the research question i.e., what factors affected pre-service teachers' resilience in constructing and developing teacher identity in school-based practicum experiences, an explanatory sequential mixed-method study was employed (Edmonds & Kennedy, 2020). The researchers collected quantitative and qualitative data in the form of a questionnaire and semi-structured interviews (see Creswell & Creswell, 2018). The mixed-method study was essential to reveal the undisclosed factors of resilient ability. First, quantitative data results from the closed-ended questionnaire were categorized and used to understand the resilience factors. Second, the qualitative data results from open-ended questionnaires and semi-structured interviews were used to triangulate the quantitative data.

#### **3.2 Participants**

The participants of the study were 25 pre-service teachers from an English education study program at a private university in Yogyakarta, Indonesia. The participants were selected using purposive sampling. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2021). In this case, the criterion for the selection was English Education students that had done the teaching practicum in private or public schools. There were seven males and 18 females with an age range from 21 to 26 years old. The detailed information of the participants is shown as follows in Table 1.

Table: 1 Demographic of participants

Characteristic	Gender		Age (y.o.)				School		Level			Semester					
	M	F	21	22	23	24	25	26	Public	Private	P	M	H	8	10	12	14
N	7	18	5	12	2	2	3	1	19	6	1	9	15	21	2	0	2
Percentages %	28	72	20	48	8	8	12	4	76	24	4	36	60	84	8	0	8

\*Level : P (Primary), M (Middle), H (High)

### 3.3 Instruments

As indicated above that, the instruments used were questionnaires and interviews. Using the Likert-scale (Vagias, 2006) measurement instrument, the participants would choose one of 5 options from strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree in the questionnaire. In this study, the researchers used two types of questions, closed and open-ended in order to gather more profound information and insight from the participants. The research consent was already stated in the questionnaire, so the participants could choose if they did not want to participate in the study. After filling out the consent form, the participants answered 20 closed-ended and three open-ended questions. Afterward, participants attended a semi-structured interview to enrich and complete the data from the questionnaire. Triangulation of data was attained from the interview, open-ended, and closed-ended questionnaires. The researchers interviewed six participants, two males and four females to represent the participants. They volunteered to elaborate on their answers about the topic. The six participants were selected to speak for the larger population based on gender, age, school type, level, and semester. The factors and lists of closed-ended questions are presented in table 2. Meanwhile, the open-ended questions are in table 3. In addition, the questions for semi-structured interviews are shown in table 4.

Table: 2 Resilient factors closed-ended questions

No	Factors	Items
1	Perseverance	Q1,Q2,Q3,Q4,Q5
2	Reflecting and adaptive help-seeking	Q6,Q7,Q8,Q9,Q10
3	Negative affect and emotional response	Q11,Q12,Q13,Q14,Q15
4	Teacher Identity	Q16,Q17,Q18,Q19,Q20

Source: (Cassidy, 2016) and teacher identity (Zhang et al., 2016)

Table: 3 Resilient factors open-ended questions

No	Themes	Items
1	Resilience	Teaching practicum experiences, problems or difficulties the pre-service teacher faces, and the solutions.
2	Resilience	Emotions they felt and the way to be positive again.
3	Teacher Identity	Willingness to remain as a teacher.

Source: (Cassidy, 2016) and teacher identity (Zhang et al., 2016)

Table: 4 Interview questions (semi-structure)

No	Themes	Source	Items
1	Perseverance	(Cassidy, 2016)	Coping the difficulties and problems in teaching practicum in school.
2	Reflecting and adaptive help-seeking	(Helker et al., 2018)	Doing reflection and asking or finding someone to get support and strength.
3	Negative affect and emotional response	(Helker et al., 2018)	Responding to negative emotions and how to handle them.
4	Resilience	(Rizqi, 2017)	Coming back from unfavorable conditions
5	Teacher Identity	(Wilt, 2013)	Describing their teacher identity after finished teaching practicum in school.

Source: (Cassidy, 2016) (Helker et al., 2018) (Rizqi, 2017) (Wilt, 2013)

### 3.4 Research Procedure

Data were collected in two ways, by distributing questionnaires and by conducting semi-structured interviews. First, the researchers decided on the target participants and distribute the questionnaire. Second, the researchers prepare questions for the semi-structured interview. Third, the researchers contacted the participants. Next, the researchers made an appointment with all participants (six participants) for an interview.

### 3.5 Data Analysis

The data from the closed-ended questionnaire was analyzed using the SPSS program to find the mean of the data. The mean result from the closed-ended questionnaire was examined using the Likert-scale range table from Sözen and Güven (2019) and Sugiyono (2021) as shown in Table 5. The questions for the interview were formulated from the result of open and closed-ended questionnaires. The data from the open-ended questionnaire, were categorized according to the theme of the answers. After the analysis was done, six participants were selected. Finally, the data from the interview was collected to understand pre-service teacher resilience factors deeply when overcoming difficulties in teacher training practicums in schools and their teacher identity construction.

Table: 5 Likert scale range

Statement	Number	Range number
Strongly disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neither agree nor disagree	3	2.61-3.40
Agree	4	3.41-4.20
Strongly agree	5	4.21-5.00

The data analysis consisted of two sections. Firstly, the analysis of the questionnaire. In this section, the researchers used the SPSS statistic program to find the mean of 25 pre-service teachers' answers. The answers were gathered from 20 closed-ended questions and three open-ended questions. The descriptive statistical analysis was used to determine important information about resilience factors and their influence on the pre-service

teachers’ construction of their teacher identity. The second section of data analysis was held in the form of transcribing the semi-structured interview. On the qualitative data study, the transcribing actions were done to cluster data and the coding process (Linneberg & Korsgaard, 2019). The researchers coded the data collection and described the information to be analyzed. Last, the coded results were written in a narrative writing description.

**4. RESULTS AND DISCUSSIONS**

As discussed earlier, the researchers wanted to see what factors affected pre-service teachers' resilience in constructing and developing teacher identity in school-based practicum experiences. In the questionnaire and semi-structured interview, the participants reported that they faced many challenges and adversities in their teaching practicum in school. However, they got strength and support from personal and other factors. They implemented perseverance, reflecting and adapting help-seeking, managing negative affects, and regulating their emotions. Furthermore, pre-service teachers' resilient ability appeared and bloomed in their teaching practicum in school-based practice.

**4.1 Quantitative data analysis**

The tables below were the result of the closed-ended questionnaires reported by the pre-service teachers who participated in this study. The tables were divided into factors that affect pre-service teachers' resilience in constructing their teacher identity, namely perseverance (table 6), reflecting and adapting help-seeking (table 7), negative affect and emotional response (table 8), and teacher identity (table 9).

Table: 6 perseverance

No	Items	Mean
1	Working harder in school	4.20
2	Using the feedback to improve teaching quality in school	4.60
3	Using the situation in the school environment to improve motivation	4.28
4	Seeing the situation in school as a challenge	4.28
5	Blaming the tutor for what happened in school	2.48
	The total mean score for perseverance	4.34

From table 6 above, it was reported that in item 1, most of the participants agreed with the statement that they worked harder in school when having teaching practicum. Moreover, in items 2, 3, and 4, most participants reported that they strongly agreed. Meanwhile, in item 5, most students reported that they neither agreed nor disagreed that they would blame the tutor for what happened in school. Pre-service teachers that had teacher practicum in the school showed that they worked harder in school by having a mean of 4.20 in item 1. Furthermore, they strongly agreed that they would use feedback from other people to improve their teaching quality in school, which showed 4.60.

Moreover, the other item showed that the mean of 4.28 was displayed in the school environment to improve pre-service teachers' motivation, meaning they highly agreed. Like item 3, pre-service teachers saw school situations as challenges, with a mean of 4.28. The participants reported that they neither agreed nor disagreed with statement 5. The statement



blaming the tutor for what happened in school got a mean of 2.48. Overall, the mean score for perseverance was high, mean of 4.34. The data indicated that pre-service teachers teaching practicum in school had a positive attitude toward perseverance.

This finding is similar to what Masadeh (2022) and Kabilan et al. (2020) did in their study regarding pre-service teachers' teaching profession. The student teachers showed great accord related to their liking in teaching at campus and school-based. They develop their teaching quality and show positive improvement (Masadeh, 2022). The ability to cope with the challenge and regulate the school environment increases pre-service teacher ability to be perseverant (Kabilan et al., 2020). Kabilan et al., (2020) stated the same as the result of this study. In their study, pre-service teachers can cope with four main challenges during their teaching practicum in schools in Malaysia. Their perseverance was high and they believe they can be a good English language teacher in the future.

The last result is blaming the tutor that got the lowest score. Some pre-service teachers blamed themselves when they failed to teach or called "self-blaming" (Wilson & Huynh, 2020). However, this study result means that the pre-service teachers felt helped and got assistance, rather than scolded or blamed by the tutor (Chan, 2020). Chan (2020) stated that mentoring greatly affected the development of pre-service teacher quality. Mentor and mentee relationships reduce the tension and increase pre-service teachers' perseverance in constructing their teaching profession.

Table: 7 Reflecting and adapting help-seeking

No	Items	Mean
6	Thinking about strengths and weaknesses to assist in school.	4.64
7	Seeking encouragement from family and friends when facing problems in school.	3.96
8	Trying different ways to teach in school.	4.36
9	Seeking help from tutors in school.	4.20
10	Monitoring and evaluating the achievements and efforts in the school	4.36
	The total mean score for reflecting and adapting help-seeking	4.29

Table 7 above shows the result from the closed-ended questionnaire from pre-service teachers when they had teaching practicum in school. In table 7, they reported their reflection and adapting help-seeking. In item 6, it exhibited the highest value, with a mean of 4.64. Furthermore, item 7 showed the lowest mean of 3.96 for seeking support from family and friends. The pre-service teacher reported that they were strongly thinking about their strengths and weaknesses to assist their teaching in school, as shown by a mean of 4.64. Meanwhile, even though pre-service teachers only reported a mean of 3.96, they agreed that they sought encouragement from family and friends after facing problems in school. Their teaching practicum enhanced them to find different ways to teach in school (item 8/mean 4.36). Furthermore, pre-service teachers showed a positive attitude in seeking help from home-room teachers and guidance lecturers when teaching practicum (item 9/mean 4.20). Last, they monitored and evaluated their performance in school. In conclusion, pre-service teachers showed a positive attitude in reflection and help-seeking in a teaching practicum. The results say that pre-service teachers did reflecting and adapted help-seeking in school-based teaching practicum. This result is akin to Geckin (2022) study about the self-reflective

done by English language pre-service teachers in Turkey. They felt that reflective activity helps them tackle problems they had found in teaching practicum. Doing reflective activities turned out to be a positive way to perform well in teaching practicum (Geckin, 2022). Furthermore, the help-seeking in this study found that the tutor's role had a higher score than the family role. This study by Chan (2020) showed an identical result. The sharing between the mentor and mentee gave more impact on improving pre-service teachers' performance. The focus of help-seeking was the teaching practicum tensions and English language online learning in the pandemic situation in online classes (Chan, 2020). These conditions have similarities with the closed-ended finding of this study.

Table: 8 Negative affect and emotional response

No	Items	Mean
11	Everything was ruined and was going wrong when making mistakes in school	3.20
12	Starting to think the chances of success at school were poor	2.92
13	Getting depressed in school	2.60
14	Feeling disappointed when I did not teach well in school	3.72
15	Starting to think the chances of getting the job they wanted were poor because of their performance when teaching in school	2.56
Total mean for negative affect and emotional response		3.11

Table 8 above showed average answers, meaning they mainly chose neither agreed nor disagreed. The highest level of the statement was delivered in item 14, by a mean of 3.72. Meanwhile, the lowest level of agreement was a mean of 2.56, which was poor thinking about the pre-service chance of getting a job. It displayed that pre-service teachers' was passionate. Most pre-service teachers showed positive vibes in every statement by showing disagreement or choosing neither to agree nor disagree. This result contrasts with the finding by Masadeh (2022). In his study, he mentioned that pre-service teachers felt their desire to get a job rose after finishing the practicum course, especially as English teachers.

Furthermore, the pre-service teachers showed they were not thinking that everything was ruined and was going wrong when making mistakes in school (item 11/mean 3.20). Moreover, they also did not believe their chances of success at school were low (item 12/mean 2.92). In addition, pre-service teachers showed disagreement with the statement and got depressed in school (item 13/mean 2.60). The findings align with the previous study about the teaching profession and resilience belief (Ada & Kara, 2021). In the study about resilience belief, pre-service teachers may discard their negative affect and respond with their belief in the teaching profession.

Moreover, a study from Teng (2017) supports the finding of this study. The negative emotions of teacher candidates gradually increase due to contextual constraints, hierarchical structures, and lack of support from their mentors. Pre-service teachers showed agreement on feeling disappointed when they did not teach well in school (item 14/mean 3.72). Item 15 showed the lowest mean score on the chance of getting a job. However, preservice teachers' perception of their given responsibilities and reconstruction of their professional identities can be influenced by their students' rising recognition and development (Teng, 2017). Pre-

service teachers also had outstanding teaching performance in a school-based practicum which encourage them to perform better in responding to negative feeling.

Table: 9 Teacher identity

No	Items	Mean
16	Being a teacher is a rewarding profession.	4.04
17	The teacher's work is fascinating.	4.04
18	Frequently read books that relate to teachers and teaching.	2.88
19	Choosing to be a teacher as future work.	3.16
20	Being a teacher is a highly respected occupation.	4.20
	The total mean score for teacher identity	3.53

Table 9 above presents pre-service teachers by their teacher identity. The pre-service teachers showed a high level of agreement on their teacher identity, as shown in Table 9. Pre-service teachers doing teaching practicum in the school reported that they assume teaching as a highly commendable job with the highest average (item 20/mean 4.20). Item numbers 16 and 17 stated that teaching is rewarding and that the teacher's work is fascinating. It had the same level of agreement from pre-service teachers who did teaching practicum in school by a mean of 4.04. These findings were in line with Masadeh (2022) study about the perspective of English teachers in the teaching profession. Pre-service teachers in Saudi believe that a teacher is an entertaining profession, a gracious, and honorable occupation. Those are reasons why they felt proud to be English teachers (Masadeh, 2022). On the other hand, pre-service teachers showed the lowest agreement on reading books related to teacher and teaching (item 18/mean 2.88). However, pre-service teachers still hesitate to choose teachers for future work since the mean score was a value of 2.88. It meant that they neither agreed nor disagreed with this statement. The condition that they felt whether they are good teachers or not become the reasons why they got difficulties choosing English teachers as a future job (Teng, 2017). Pre-service teachers still doubt their performance in teaching. Teng (2017) mentioned in his finding, pre-service teachers in Mainland China, were having trouble transitioning between the identities of a trainee teacher and an experienced teacher. Overall, the pre-service teachers who did teaching practicum in school showed favorable agreement in their teacher identity.

#### **4.2 Qualitative data analysis**

This part gathered data from open-ended questionnaire results and the semi-structured interview. 25 participants participated in answering the open-ended questionnaire. Moreover, six selected participants agreed to volunteer and did interview sections without pressure to share their experiences and draw more information for this study. The data result helped researchers to improve and complete the outcome from quantitative data. Analyzing the factors influencing the pre-service teachers' teaching practicum in school was essential to answer the research question. The researchers could find similar and repeated problems and new information on challenges and adversity pre-service teachers experienced (Pillay et al., 2022). Pillay et al. (2022) mentioned in their study that pre-service teachers experienced

many hindrances when doing teaching practicum. In addition, one of the challenges and adversities that pre-service teacher faced during teaching practicum were when they felt not well prepared when teaching (Instefjord & Munthe, 2016; Ulla, 2016). Preparation was essential to do by the pre-service teachers when starting the teaching practicum.

Moreover, students were passive, ignored the teacher, lack of attitude and motivation, were late in submitting their work, or worse, did not hand in anything. These situations resembled Koris et al.'s study in Europe during COVID-19. Students mentioned less knowledge, a lack of opportunity to meet the teachers, and less engagement in the study (Koris et al., 2021). Furthermore, the pre-service teachers did all teaching practicum in online learning. The pandemic forced teachers to teach online using Google Classroom or other online platforms (Astuti & Solikhah, 2021). This condition happened because of the COVID-19 pandemic. Therefore, the use of technology was significant (Anas, 2019; Anas & Musdariah, 2018), but students said they had a bad connection. Students tended to be off-camera when they came to online classes. This finding had similarities with the study on inspecting student teachers' points of view in online learning using a virtual classroom (Debbag & Fidan, 2022). Students tended to shut down their web cameras because of the unsuitable physical environments, unsuitable appearances, and distractions on the screen (Debbag & Fidan, 2022). In addition, talking about the adversity from the pre-service teacher's problems were their anxiety that they could not answer students' questions, lousy time management, and difficulties communicating with the students. Last, the support from the school was insufficient, there was little teaching material and abundant classes to teach in one day.

Despite the challenges and adversities pre-service teachers handled, the data from quantitative and qualitative results showed that they were showing high resilient ability. It was influenced by pre-service teacher's perseverance, reflection, adaptive help-seeking, positive responses to the negative affect, and their ability to regulate their emotion.

#### **4.2.1 Perseverance**

The pre-service teachers who had teaching practicum in school showed high perseverance in their perspective school by keep teaching while facing many challenges and difficulties. This statement was in line with the study by Dorsah (2021). In his study, he stated that pre-service teachers were ready to teach (Dorsah, 2021). There was no problem since they possessed high motivation for learning and self-directed learning. However, another study showed quite a different result (Kim & Corcoran, 2018). When Dorsah said that gender did not matter, another said males had less perseverance than females (Kim & Corcoran, 2018). In this study, almost all the participants said they had high teaching perseverance when teaching at school. "I just needed to use extra efforts to fix it in a better way." (P3) In resolving the problem pre-service teachers faced during teaching practicum in school, they kept optimistic and gave more energy to improve their teaching (P3). This finding shared similarities with the result of a study (McGarr & Gavaldon, 2018). In their study, McGarr and Gavaldon found that pre-service teachers were optimistic about themselves and their surroundings (2018). The study by McGarr and Gavaldon was conducted in Spain and was supported by the study of Mairitsch et al.(2021) from Austria

and the UK talking about pre-service teachers' well-being. In addition, some pre-service teachers revised their teaching strategies and changed them to suit the conditions and situations they experienced (P4 & P7).

Furthermore, praying to God became one of the solutions for them to keep doing the teaching practicum. "Pray and do whatever it takes" (P6). Religious aspects played a role in the pre-service teachers' way of staying perseverant (Haryani et al., 2017). Overall, the pre-service teachers showed high perseverance in their teaching practicum in school.

#### **4.2.2 Reflecting and adaptive help-seeking**

The pre-service teacher showed that they reflected and adapted help-seeking to solve their problems in teaching practicum in school. Yang et al. (2021) mentioned that pre-service teachers in English Language programs adopted help-seeking and evaluated any feedback they got from their teaching practice. Gutman (2017) supported this result by proposing the importance of implementing help-seeking and reflection methods among pre-service teachers. In this study, the pre-service teachers reflected on teaching activities and facing the students (P11). They did help-seeking to get external assistance to deal with the issues, such as asking their peers, friends, home-room teacher, and tutor (P1, P4, and P5). These results were akin to the study from Liu (2016) relating to the willingness to help-seeking from the teachers and peers that had the same teaching practicum in the school.

From their experiences in overcoming the problems they faced in a teaching practicum in school, the pre-service teachers did reflection and help-seeking. Furthermore, pre-service teachers tended to ask their friends and peers about the solution and share their problems (P8 and P20), as also mentioned by Liu (2016) in his study about help-seeking among pre-service teachers. Pre-service teachers did reflection and its results were used to solve their problems (Mumford & Dikilitaş, 2020). In addition, they reflected on what they did every day and tried to find solutions after reflecting on their mistakes (P13).

#### **4.2.3 Negative affect and emotional response**

The pre-service teachers were sometimes affected by negative emotions (Teng, 2017). Pre-service teachers felt upside-down emotional and identity changes in their teaching practicum. Therefore, their response to negative emotions was beneficial to improve their resilient ability (Kerr et al., 2017). Pre-service teachers already owned the ability to be resilient and overcome negative feelings.

The responses to the negative affect that the pre-service teachers showed made them feel calm (P1, P7, and P9). This condition was parallel with the result found on how to cope the teaching anxiety in Turkish elementary schools (Han & Takkaç-Tulgar, 2019). Pre-service teachers mentioned that having personal time (P3, P4, P14, and P21), or in the study of Ryan et al. (2017), was known as "alone time." They also stated that tolerating and accepting the conditions (P8 and P10) could be the way to overcome negative affect. This state shared a similar result with O'Grady, Guilfoyle, and McGarr (2018) study on pre-service teachers' final years to cope with the adverse condition. Having problem-solving skills (P13) and self-control (P16) were pre-service teachers' strategies for coping with negative and emotional changes when teaching (Haryani et al., 2017). Those responses

showed that pre-service teachers have a resilient ability to cope with adversities and challenges.

#### **4.2.4 Teacher Identity**

The pre-service teacher teaching practicum in school showed high enthusiasm for becoming a teacher. They were passionate about teaching in teaching practicum and as their future job (Mairitsch et al., 2021). Almost all the participants said they would like and were glad to be a teacher in the future. They felt good things about teaching and wanted to continue to teach. Teaching practicum increased their eagerness and curiosity to become good teachers (Jin et al., 2020). The statements answered whether they wanted to be a teacher or not. Therefore, the answer was obvious: most pre-service teachers would like to continue their profession as a teacher, which was also strengthened by Lomi and Mbato's study (2021). Despite the challenges and problems, the pre-service teachers confronted, they could conquer those difficulties by implementing many strategies, becoming resilient, and adopting help-seeking behaviour.

Most pre-service teachers showed interest in becoming a teacher after teaching practicum in school (Jin et al., 2020). Their optimism was substantially influenced by their desire to try out the academic and pedagogical information they had acquired from university courses for teaching practicum. Despite all the difficulties and challenges, pre-service teachers were highly willing to be a teacher. The reasons prospective teachers would like to become teachers are because the profession is fun and gives them a better experience and financial satisfaction (Masadeh, 2022).

## **5. CONCLUSION**

Having resilience was beneficial for pre-service teachers in dealing with teaching practicum in school. The pre-service teachers who had resilience would easily tackle many adversities and challenges. According to their admission, they felt some adversities, such as students' being passive and ignorant of the teacher, a lack of good attitude and motivation, being late in submitting their work, or worse, not submitting anything. The pre-service teachers also revealed several problems they encountered: bad connection, the students' turning off their cameras when coming to the online class, few teaching material, and too many classes to teach in one day. Most pre-service teachers expressed some emotional problems such as anxiety, blaming themselves if they had terrible time management, and difficulties communicating with the students. Pre-service teachers could solve their difficulties by implementing perseverance, reflecting, applying adaptive help-seeking, responding to negative affect, and displaying positive emotional regulation. The high resilience of pre-service teacher in a teaching practicum in school support their teacher identity construction so they can continue working in the teaching field.

The limitations and suggestions from this study can be concluded as followed. This research was limited in the number of participants. Further research may need to involve a bigger number of participants. The variety of educational levels is also significant input to gain a deeper understanding of pre-service teachers' resilience and identity construction amid difficulties and challenges. The study of in-service teachers may be conducted to see if

there is any difference or change of perspective on their professional teaching and preference.

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